

## The Phoenix Center

1342 Hotel Street  
Alcolu, SC 29001

**Grades** 9-12 High School

**Enrollment** 58 Students

**Principal** Anne Darby 803-505-6800

**Superintendent** John E. Tindal 803-435-4435

**Board Chair** William H. Johnson (803) 435-4435

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of High Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
3	6	5	9	5

### IMPROVEMENT RATING

### AVERAGE

### ADEQUATE YEARLY PROGRESS

### YES

This school met 5 out of 5 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	N/A	N/A	N/A
<b>2003</b>	Excellent	N/A	No
<b>2004</b>	Average	Unsatisfactory	No
<b>2005</b>	Average	Average	Yes

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our School</b>			<b>High Schools with Students Like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed 2 subtests</b>	N/A	37.5	N/A	66.4	59.0	N/A
<b>Passed 1 subtest</b>	N/A	37.5	N/A	17.1	19.4	N/A
<b>Passed no subtests</b>	100.0	25.0	N/A	20.4	21.6	N/A

**EXIT EXAM PASSAGE RATE BY SPRING 2005**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Percent</b>	I/S	92.5%

**ELIGIBILITY FOR LIFE SCHOLARSHIP**

<b>Percent of</b>	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	0.0	4.3
<b>Seniors who met the SAT/ACT requirement</b>	0.0	4.5
<b>Seniors who met the grade point average</b>	22.2	35.2

\*Using only the SAT/ACT and grade point average requirements

**GRADUATION RATE**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Number of Students</b>	19	105
<b>Number of Diplomas</b>	17	151
<b>Rate</b>	89.5%	69.8%

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2005		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	9	I/S	18	0.0	19	89.5	YES
<b>Gender</b>							
Male	4	I/S	11	0.0	14	92.9	N/A
Female	5	I/S	7	I/S	5	I/S	N/A
<b>Racial/Ethnic Group</b>							
White	6	I/S	11	0.0	10	90.0	N/A
African American	3	I/S	7	0.0	9	I/S	N/A
Asian/Pacific Islander	0	N/A	0	N/A	0	N/A	N/A
Hispanic	0	N/A	0	N/A	0	N/A	N/A
American Indian/Alaskan	0	N/A	0	N/A	0	N/A	N/A
<b>Racial/Ethnic Group</b>							
Non disabled	5	I/S	N/A	N/A	19	89.5	N/A
Disabilities other than speech	4	I/S	3	I/S	0	N/A	N/A
<b>Migrant Status</b>							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	9	I/S	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	0	N/A	0	N/A	0	N/A	N/A
Non-Limited English Proficient	9	I/S	N/A	N/A	2	I/S	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	6	I/S	12	0.0	12	91.7	N/A
Full-pay meals	3	I/S	N/A	N/A	7	I/S	N/A

n = number of students on which percentage is calculated

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**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 33.3%</b>									
All Students	8	100.0	25.0	62.5	12.5	N/A	12.5	YES	YES
<b>Gender</b>									
Male	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Female	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Disabled	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	8	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Full-pay meals	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
<b>Mathematics – State Performance Objective = 30.0%</b>									
All Students	8	100.0	62.5	37.5	N/A	N/A	12.5	YES	YES
<b>Gender</b>									
Male	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Female	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Disabled	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	8	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Full-pay meals	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>High Schools with Students Like Ours</b>	<b>Median High School</b>
<b>Students (n= 58)</b>				
Retention rate	12.5%	Up from 10.3%	10.8%	8.1%
Attendance rate	96.3%	No change	95.6%	95.6%
Eligible for gifted and talented	0.0%	No change	2.2%	5.9%
With disabilities other than speech	0.0%	No change	15.3%	13.3%
Older than usual for grade	31.0%	Down from 35.2%	12.6%	10.1%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	5.2%	Down from 5.6%	2.0%	2.0%
Enrolled in AP/IB programs	0.0%	No change	4.7%	9.7%
Successful on AP/IB exams	N/A	N/A	29.0%	53.7%
Annual dropout rate	0.0%	No change	3.4%	3.0%
Career/technology students in co-curricular organizations	N/A	N/A	3.8%	3.1%
Enrollment in career/technology center courses	N/A	N/A	357	431
Students participating in worked-based experiences	N/A	N/A	9.8%	23.4%
Career/technology students mastering core competencies	N/A	N/A	75.6%	78.6%
Career/technology completers placed	N/A	N/A	98.4%	99.4%
<b>Teachers (n= 6)</b>				
Teachers with advanced degrees	0.0%	N/A	48.3%	54.5%
Continuing contract teachers	0.0%	N/A	70.1%	78.6%
Highly qualified teachers	100.0%	N/A	87.9%	89.1%
Teachers with emergency or provisional certificates	100.0%	N/A	15.8%	9.1%
Teachers returning from previous year	N/A	N/A	81.8%	86.9%
Teacher attendance rate	97.8%	No change	95.2%	95.4%
Average teacher salary	\$28,500	I/S	\$40,880	\$42,426
Prof. development days/teacher	6.7 days	Up from 5.0 days	11.3 days	10.9 days
<b>School</b>				
Principal's years at school	6.0	Up from 0.0	2.0	3.0
Student-teacher ratio in core subjects	11.2 to 1	Up from 11.0 to 1	25.4 to 1	25.8 to 1
Prime instructional time	93.9%	Up from 93.8%	89.1%	89.3%
Dollars spent per pupil*	\$3,474	Down 37.1%	\$6,639	\$6,422
Percent of expenditures for teacher salaries*	84.7%	Up from 68.0%	55.3%	57.7%
Opportunities in the arts	Poor	No change	Good	Excellent
Parents attending conferences	90.2%	Up from 71.3%	87.7%	91.1%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	93.4%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Our mission at the Phoenix Center is to serve students who are divergent learners. Our enrollment is 55 students, grades 9-12. Often these students have a history of academic failure and behavioral problems in the traditional classroom and are not on target to graduate on time when they come to us. They are school-resistant youth who require trusting relationships and a supportive environment before they can begin to learn. Finding appropriate teachers for this hard-to-serve population is critical; they must have a proven record of patience and empathy for this category of students. We want our students to be job-ready and to possess life skills. Community businesses and agencies are enlisted to help them, and we utilize the services of DHEC, DSS, Mental Health, and Alcohol and Drug Abuse agencies for assistance and counseling. We emphasize the value of volunteerism and students volunteer in businesses and for individuals. Our students may attend F. E. Dubose Career Center, where they are placed in vocational areas. They have the opportunity to take college-level courses at Central Carolina Technical College. Our curriculum is based in the state standards with emphasis in making learning relevant and experiential in all subject areas. We value parent input into curriculum and discipline. We meet with parents quarterly as a group and call them for conferences on a daily basis and as needed to discuss their student's progress. The charter school experience for all of us, teachers and students alike, is a growth opportunity: we are collectively honing our skills and broadening our futures.

Anne D. Darby, Interim Director

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	6	6	8
Percent satisfied with learning environment	100.0%	I/S	I/S
Percent satisfied with social and physical environment	100.0%	I/S	I/S
Percent satisfied with school-home relations	80.0%	I/S	I/S

\*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.